Appendix E SCHOOL COVER SHEET - Turnaround Model

School Name: Sherwood Middle School **Address:** 3480 Rhodes Ave., Memphis, TN 38111	**District Point of Contact (POC)** **Name & Position:** Theresa Utley, Federal Grants Coordinator **Phone#:** (901) 416-4239 **Email Address:** utleytb@mcsk12.net
School Number: NCES ID 47029401156 **Year the school entered Priority status:** 2012-13	**Title I Status:** ✓ **Schoolwide Program** _____ **Targeted Assistance Program** _____ **Title I Eligible School**
Principal's Name SY 2013-14: **(Indicate _TBD_ if unknown at this time.)** TBD **Phone #** (901) 416-4870 **Email Address:** TBD	**Waiver Request(s):** _____ **Requested for this School** ✓ **Not Requested for this School**

Amount the LEA is requesting from SY 2013-14 School Improvement Funds for the next three years for this school*:

* Each year--not to exceed $2 million

Pre-Implementation Activities Year 1	**$**	0
Year 1: SY 2013-14 excluding pre-implementation	**$**	450,123
Year 2: SY 2014-15	**$**	545,220
Year 3: SY 2115-16	**$**	545,220
Three Year Total Budget	**$**	1,540,563

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Sherwood Middle School			Intervention Model: Turnaround School
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	**2010-11**	**2011-12**	Student enrollment, including grade level and sub-group enrollment, is based on the district's
Total student enrollment	581	561	end-of-year non-duplicated records for Grades 6-8. Mobility data are maintained by MCS's
Grade level enrollment Grade 6 Grade 7 Grade 8	188 198 195	193 176 192	Research, Evaluation, Assessment and Student Information (REASI). Attendance, suspension, and expulsion data are drawn from the state Report Cards.
Number of students in each subgroup African American Asian Hawaiian/Pacific Islander Hispanic Native American White Black, Hispanic or Native American Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Non-Students with Disabilities Limited English Proficient Non-Limited English Proficient Male Female	565 0 1 11 1 3 577 569 12 103 478 12 569 286 295	533 1 1 22 0 3 555 548 13 101 460 15 546 274 287	Student enrollment dropped considerably over the two years of data collection. Attendance in 2011-12 fell below the state goal of 93%. Mobility in 2011-12 was significantly above the district rate of 13.4%. The number of suspensions and expulsions rose in 2011-12. The student enrollment drop can be attributed to competition with Colonial Middle School (optional school) and the newly renovated American Way Middle School. The Hispanic population has doubled over the past two years. Two newly renovated apartment complexes within Sherwood Middle School's zone will cause an increase in student enrollment for the 2013-14 school year.
Mobility (%) - Entrants, Withdrawals	21.5%	20.4%	
Attendance %	93.0%	90.4%	
Suspensions (#)	327	394	
Expulsions (#)	15	50	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate	N/A	N/A	
2. Staff Profile Data			Provide a summary and conclusion of the analysis of each area.

Principal Frederick White Length of time in position 3.5 years			Frederick White has been working at Sherwood for 7 years. He began as a vice principal for four years under Mr. Cooper and became head principal in 2009.
Teaching Staff Number of years experience in profession			41% of Sherwood's teachers have 10 years or less experience in the teaching profession. The remaining 59% have 11 or more years' experience.
1. 1 to 3	6 (19%)		
2. 4-10 years	7 (22%)		
3. 11-20 years	10 (31%)		
4. 21+ years	9 (28%)		
Teaching Staff Number and % of experience in the school			At Sherwood Middle School, we have 32 teachers. We have 1 instructional facilitator, 6 math teachers, 5 language arts teachers, 4 science teachers, and 4 social studies teachers. Sherwood has 1 ESL teacher, 5 exploratory teachers, 3 inclusion teachers, 2 CDC teachers, and 1 librarian/media specialist. There is an increased number of teacher turnover at SMS.
1. 1 to 3	16 (50%)		
2. 4-10 years	12 (38%)		
3. 11-20 years	3 (9%)		
4. 21+ years	1 (3%)		There is a need to recruit and retain highly effective teachers for all content areas.
Teacher attendance rate	**2010-2011**	**2011-2012**	Attendance rate reflects classroom teachers and other certificated staff such as guidance counselors, librarians, and facilitators.
	97%	91%	
Teacher evaluation data by levels		**2011-2012** Level 1 7 Level 2 2 Level 3 4 Level 4 0 Level 5 3	The data to the left are frequencies of TVAAS scores for teachers in tested subjects. Below is an analysis of these scores and the differences between these scores and TEM scores for teachers throughout the school. The scores to the left reflect TVAAS for the 2011-12 school year. Three teachers left mid-school year creating a classroom climate being taught by Level 1 teachers.. Overall, TEM scores were higher than individual TVAAS scores, with most teachers averaging a TEM score of 3.
3. Student Achievement Data	**2010-2011**	**2011-2012**	Provide a summary of existing status and current needs.
Reading/Language Arts			
"Every test taker" (ETT) category	9.40%	11.60%	There was an increase from 9.4 % proficient/advanced students to 11.6 % from the 2010-11 school year to the 2011-12 school year. While this shows growth, this is still well below the state expected levels of proficiency and gives evidence of the required growth needed at our school. After analysis of the data, we

			determined that there is a tremendous need to increase student achievement through a variety of research-based strategies that increase literacy in order to reach the expectations of the state.
Subgroups: African American Hispanic* Black, Hispanic or Native American Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Non-Students with Disabilities Limited English Proficient * Non-Limited English Proficient	9.70% 9.50% 9.50% 8.30% 14.40% 8.50% 9.60%	11.90% 9.10% 11.80% 11.80% 7.10% 14.00% 11.20% 0.00% 12.00%	Only subgroups reported on the 2012 state Report Card are shown. Asterisked subgroups were too small to generate summary data. Between the 2010-11 school year and 2011-12, we saw an increase in proficiency with all subgroups except our non-economically disadvantaged and students with disabilities. Proficiency within these subgroups will grow as we continue to implement strategies that address students at all levels and differentiate instruction to move students to proficient and advanced levels. There is a need to hire additional part-time tutors to assist with providing small group instruction for students who are struggling to master skills.
School performance on value-added student achievement Math Reading/Language Social Studies Science	 -3.6 (F) -4.1 (F) -0.3 (C) -2.1 (F)	 -2.7 (F) -2.9 (F) 1.1 (B) -1.8 (D)	Although the growth scores from the 2010-11 school year to the 2011-12 school year were negative in science, math, and language arts, the scores increased from one school year to the next, showing positive growth.
Mathematics			
"Every test taker" (ETT) category	9.50%	5.10%	There was a decrease from 9.5 % proficient/advanced students to 5.1 % from the 2010-11 school year to the 2011-12 school year. This is still well below the state expected levels of proficiency and gives evidence of the required growth needed at our school. After analysis of the data, we determined that there is a tremendous need to increase student achievement through a variety of research-based strategies that increase numeracy and basic mathematics skills in order to reach the expectations of the state.
Subgroups: African American Hispanic* Black, Hispanic or Native American Economically Disadvantaged Non-Economically Disadvantaged	9.70% 9.50% 9.30% 16.70%	5.30% 0.00% 5.10% 5.00% 7.10%	Only subgroups reported on the 2012 state Report Card are shown. Asterisked subgroups were too small to generate summary data. Between the 2010-11 school year and 2011-12, we saw a decrease in proficiency with all subgroups except students with disabilities. These subgroups will grow as we continue to implement strategies that address students at all levels and differentiate

| Students with Disabilities Non-Students with Disabilities Limited English Proficient* Non-Limited English Proficient | 7.80% 9.80% 9.70% | 10.80% 3.90% 0.00% 5.20% | instruction to move them to proficient and advanced levels

There is a need to hire part-time tutors to assist with small group instruction that will provide individualized lessons for struggling students. There is also a need to provide professional development on differentiated instruction, common core, and rigor. |
|---|---|---|---|
| **ACT scores (if applicable)** | N/A | N/A | N/A |
| **Graduation rate (if applicable)** | N/A | N/A | N/A |
| **4. School Culture and Climate** | Provide a summary of existing status and current needs. | | |
| TELL Survey Analysis

School Safety

Student Health Services

Attendance Support

Social and Community Support

Parent Support | The response rate for the 2011 TELL Survey was 59.46%. Below are selected responses:
- 90.9% agreed the faculty work in a school environment that is safe (cf. 93.1% all TN middle schools).
- 72.7% agreed that teachers have sufficient access to a broad range of professional support personnel (cf. 80.0% all TN middle schools).
- 45.5% agreed school administrators consistently enforce rules for student conduct (cf. 68.5% for all TN middle schools).
- 36.4% agreed the community we serve is supportive of this school (cf. 75.5% all TN middle schools).
- 22.7% agreed parents/guardians support teachers, contributing to their success with students (cf.60.4% all TN middle schools).

Sherwood utilizes the following community resources: YMCA, Big Brothers Big Sisters, GirlsInc, Fellowship of Believers Christ Church, Sherwood Elementary, Melrose, and Orange Mound Community Center sports leagues.

Parental involvement is supported under the direction of the Principal, Assistance Principal and the instructional facilitator. Support from the district is provided from the Parent and Community Engagement Office. Parental involvement is encouraged through various informational meetings such as Open House/Title I Annual parent meeting, and parent-teacher conferences. Various meetings are held throughout the year to discuss the curriculum, school improvement plan and family engagement.

There is a strong need for increased parental involvement and support based on the TELL survey and the low attendance percentage at parent meetings. | | |
| **5. Rigorous Curriculum-** Alignment of curriculum with state standards across | Provide a summary of existing status and current needs. | | |

grade levels	
Curriculum Intervention Programs	The MCS Curriculum Guides provide the foundation for teaching our core curriculum standards for related areas: reading/ language arts, math science, and social studies. This detailed guide provides the scope and sequence of specific content on all grade levels which serves as a roadmap to enabling students to meet the state's proficient level. The content area texts adopted by MCS for grades 6-8 are: • Glencoe Math Connects program • Holt Elements of Literature and Holt Elements of Language • The Tennessee Edition of Holt Science • The Glencoe Social Studies series Sherwood Middle School uses MCS mandated interventions: • EPGY Stanford Math is a web-based program that provides individualized instruction for students. The curriculum, a carefully designed motion system, has been customized by Stanford University for MCS to accelerate students through material they understand and focus their time on individual learning gaps. • Sherwood Middle School uses Reading Plus, a computer-based program, to remediate and enrich students in Language Arts. It diagnoses students and places them on an individual plan to remediate and enhance reading skills. • Study Island Social Studies has been purchased by the district for teachers to implement on a weekly basis as a computer-based intervention/enrichment program. Target students are identified and enrolled in tutoring two days a week for an hour and a half after school. Students are also provided with an extra 'intervention/enrichment' period each day with emphasis on English language arts and math skills. The data derived from the various interventions assists in driving weekly instruction. There is a need to continue to analyze and use data from the interventions to plan instruction and monitor student progress. There is also a need to provide professional development on the analysis of data and how to use the data to drive instruction.
Enrichment Programs	Students at Sherwood Middle School are given the opportunity to participate in the gifted program, CLUE (Creative Learning in a Unique Environment). There is a need to provide enrichment opportunities for all students at SMS.

Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	At Sherwood Middle School, the planning and implementing of research based instructional strategies is critical to the success of all students. Currently, teachers are using whole group instruction, small group instruction, differentiation, and technology integration. Technology includes the use of response boards, Casio Calculators, CPS (Classroom Performance System), SmartBoards, student laptops, and document cameras. Research-based methods and strategies used in the classroom include UNRAAVEL, Cornell Notes, graphic organizers, and Bloom's higher-order thinking strategies. Teachers meet bi-weekly during their planning period with other teachers of the same content. Within their PLCs, teachers disaggregate data from Discovery formative assessments, share best practices, and create common core tasks and lessons. There is a need to continue to provide opportunities for vertical and horizontal planning sessions for all teachers.
Use of instructional technology	Sherwood Middle School currently uses Classroom Performance Systems, EPGY Stanford Math, Study Island, Discovery Education, Reading Plus, document cameras, Casio Calculators, Flocabulary, SmartBoards, and Mobile Learning Labs. Currently, about 75% of teachers use technology consistently in their classrooms. There is a need to increase the percent of teachers incorporating technology in the classroom to 100%.
Use of data analysis to inform and differentiate instruction	Sherwood Middle School utilizes Professional Learning Communities to analyze data and discuss priorities for SPIs and lesson plans for the future weeks. Itemized reports after common assessments provide individualized and classroom performance data. All data are reviewed to ensure that students are mastering SPIs, and if non-mastery is occurring, interventions assist in re-teaching and reassessing skills. Data are also reported and reviewed via COMPSTAT with the regional office after each formative assessment. Sherwood Middle School has also created a target list of students for language arts, math, and science who are enrolled in enrichment activities. There is a current need for more professional development targeted at analyzing data to provide instruction that reaches all types of learners in the classroom.
Number of minutes scheduled for core academic subjects	Currently our schedule is as follows: • Reading/Language Arts- 9,900 minutes (55 min. x 180 days) • Math- 9,900 Minutes (55 min. x 180 days) • Science- 9,900 Minutes (55 min. x 180 days)

- Social Studies- 9,900 Minutes (55 min. x 180 days)
- Fine Arts- 9,900 Minutes (55 min. x 180 days)

Extended Day Schedule (2013-14 school year)-

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Math	90 min	90 min	90 min	75 min	75 min	420 min/ wk 420 x 36= **15,120 min/ yr**
Language Arts	90 min	90 min	90 min	75 min	75 min	420 min/ wk 420 x 36= **15,120 min/ yr**
Science/ Technology	90 min	90 min	90 min	75 min	75 min	420 min/ wk 420 x 36= **15,120 min/ yr**
Social Studies	55 min	55 min	55 min	55 min	55 min	275 min/ wk 275 x 36 = **9,900 min/ yr**
Exploratory	55 min	55 min	55 min	55 min	55 min	275 min/ wk 275 x 36 = **9,900 min/ yr**
Enrichment	** 30 min added on to math and language arts	** 30 min added on to math and language arts	** 30 min added on to math and language arts	55 min (math)	55 min (language arts)	Math 55 min/wk 55 x 36 = 1,980 min/ yr L/A 55 min/ wk 55 x 36 = 1,980 min/ yr
Year Totals	**Math** Regular (15,120 min) + Enrichment (1,980)= 17,100 min	**Reading/ Language Arts** Regular (15,120 min) + Enrichment (1,980)= 17,100 min	**Science/ Technology** 15,120 min	**Social Studies** 9,900 min	**Exploratory** 9,900 min	

7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	Teachers were given TCAP data from the previous year for each grade level. This information was then used to guide

	instructional practices throughout the 2012-13 school year. This helped teachers predict strengths and weaknesses of their students and determine prior knowledge of their students. Discovery Assessment is administered three times throughout the year. These benchmark tests measure progress on skills related to the TCAP and skills taught throughout the year. Formative assessments results are used as a means to establish student baseline data and monitor their progress in critical areas to assist teachers in planning and developing weekly assessments. Baseline assessments measure success in overall grade level skills taught throughout the year, common assessments measure progress at specific intervals of skills previously taught from the beginning of the year. Departments analyze data by grade level, class, strand and skill and outlined skills to be reviewed and re-taught. Data from the Discovery Assessment are also disaggregated for Students with Disabilities and all other subgroups. 8th grade students completed the TCAP Writing Folio Assessment during the week of February 4-8, 2013. The writing assessment for the 2012-13 academic year was designed to better mirror expectations of student performance for the coming PARCC Assessment. Practice Folio Assessments were given in the months of November and January. Practice responses were graded according to the new rubrics provided by the Tennessee Department of Education and Measurement, Inc. There are three rubrics, one for each of the three types of prompts. The rubrics are trait-based, which means that student writing is scored according to a number of specific and separate criteria instead of a single group of indicators. Trait-based scoring, which will also be used in the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, allows for much more meaningful, individualized student feedback. Score reports from the TCAP Writing Assessment show a student how well he/she performed on each trait. The Constructed Response Assessment (CRA) for mathematics was given to all students during the months of October 2012 and February 2013. The assessment is in its second year as a pilot assessment and Mathematics teachers received professional development on grading and interpreting the data that come from the CRA responses. There is a need for more professional development on analysis of data and how to effectively use it to drive instruction.
Timeline for reporting student progress to parents	Student progress is communicated on a monthly basis and is aligned to the district's progress reporting schedule every 4.5 weeks. Although Sherwood provides two parent conference days each semester, parents are encouraged to meet with teachers to discuss student progress at their convenience. Report cards are sent to parents each nine-week grading period. There is need to continue to report progress to parents.
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	Social and community services are provided for Sherwood Middle students and parents. These include counselors, social

	workers and a school nurse. Currently, WellChild administers health screenings (vision and hearing) for all students at Sherwood Middle School. Sherwood Middle School has two adopters and partnerships with several businesses in the community .The Fellowship of Believers in Christ Church provides a Christian Mobile Dental Clinic to our students and their parents, with support through donations and volunteering time. New Bethel Temple Church provides Dream Girl's Academy Enrichment Program for our young girls on the third Saturday of every month. Community supporters and stakeholder are invited by phone and mailed invitations to attend various school functions. Sherwood Middle recognizes the need for more community supporters and with this grant Sherwood Middle can implement more community based programs and activities.
Parent support to students and school	Parental involvement is very important at Sherwood Middle School because research shows increased parental involvement positively influences student achievement. Sherwood Middle school parental involvement is encouraged through activities such as Family Math and Science Night, T.C.A.P Parent Meeting, and exhibitions of student work. Some of the volunteer roles parents fill are: classroom helpers and test proctors. Sherwood Middle School also conducts various informational meetings such as Open House/Title I Annual parent meeting, parent-teacher conferences, GEAR UP, AVID and grade-level parent meetings. There is a need to increase the number of parents who attend the activities outlined above.

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Turnaround Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning" document or one of your choosing.

Turnaround Model

School Name: Sherwood Middle School	**Tier:** Priority School

Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.

Sherwood Middle School has selected the turnaround model in order to recruit and retain highly effective teachers in the content areas. The turnaround model will allow the school the opportunity to implement more rigorous curriculum offerings and provide ongoing community and family engagement. Current TVAAS data reveal that 56% of the teachers perform at levels 1 or 2, and teacher attendance for 2011-12 is 91%. Efforts to increase teachers' levels of performance have not shown the anticipated changes in instructional delivery. This model will provide the opportunity to recruit and retain highly effective teachers in the content areas and will provide the intense individualized professional development that is needed. The turnaround model will allow the implementation of instructional strategies tailored to the needs of the students in each content area. Additionally, the model will help secure the appropriate staff to provide intense academic support as well as secure an instructional leader capable of facilitating the sustained changes required under the turnaround model. Only those teachers with TEM scores of 3 or higher will be allowed to reapply. The provision for increased learning time will give teachers ample time to address academic challenges based on individual student needs. Furthermore, the robust model will help the school address downward trends in enrollment, attendance, and math proficiency in 2012-13. The turnaround model will also provide for community-oriented services that will promote and support the social needs of the students and their families.

If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.

TVAAS and TEM are currently in place. Current TVAAS data indicate that seven teachers for whom TVAAS is available are Level I and thus will not be eligible for rehiring. The school team developing this application have met with the district's iZone office to become familiar with the district's established practices for schools following the Turnaround Model.

Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.

Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

SY 2013:
22.0% of All Students will be proficient in R/LA.
14.0% of Limited English Proficiency Students will be proficient in R/LA.
SY 2014:
31.5% of All Students will be proficient in R/LA.

26.0% of Limited English Proficiency Students will be proficient in R/LA.
  SY 2015:
39.8% of All Students will be proficient in R/LA.
36.4% of Limited English Proficiency Students will be proficient in R/LA.

   Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

September 2013
Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test A
The percent of ETT student scoring proficient on the formative assessments in grade 6-8 will increase by 3%
The percent of African American Students scoring proficient on the formative assessment will increase by 3%
The percent of Economically Disadvantage students scoring proficient on the formative assessment will increase by 3%
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 3%
The percent of Limited English Proficiency students scoring proficient on the formative assessment will increase by 3%
Administer bi-weekly common assessments with 55% of students scoring proficient
Identify students for Tier II and Tier III interventions based on the previous TCAP score.

November 2013
Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test B
The percent of ETT student scoring proficient on the formative assessments in grade 6-8 will increase by 3%
The percent of African American Students scoring proficient on the formative assessment will increase by 3%
The percent of Economically Disadvantage students scoring proficient on the formative assessment will increase by 3%
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 3%
The percent of Limited English Proficiency students scoring proficient on the formative assessment will increase by 3%
Administer bi-weekly common assessments with 55% of students scoring proficient

February/ March 2014
Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test C
The percent of ETT student scoring proficient on the formative assessments in grade 6-8 will increase by 10%
The percent of African American Students scoring proficient on the formative assessment will increase by 10%
The percent of Economically Disadvantage students scoring proficient on the formative assessment will increase by 10%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%

The percent of Limited English Proficiency students scoring proficient on the formative assessment will increase by 10%

Administer bi-weekly common assessments with 70% of students scoring proficient

April 2014

Baseline data will be taken on Every Test Taker using the TCAP Data

The percent of ETT student scoring proficient on the TCAP in grade 6-8 will increase by 3%

The percent of African American Students scoring proficient on the TCAP will increase by 3%

The percent of Economically Disadvantage students scoring proficient on the TCAP will increase by 3%

The percent of Students with Disabilities scoring proficient on the TCAP will increase by 3%

The percent of Limited English Proficiency students scoring proficient on the TCAP will increase by 3%

Administer bi-weekly common assessments with 55% of students scoring proficient

Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.

Ambitious annual goals were set for Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

SY 2013:

16.5% of All Students will be proficient in Math.

16.5% of Economically Disadvantaged Students will be proficient in Math.

14.0% of Limited English Proficiency Students will be proficient in Math.

SY 2014:

26.5% of All Students will be proficient in R/LA.

26.5% of Economically Disadvantaged Students will be proficient in Math.

26.0% of Limited English Proficiency Students will be proficient in Math.

SY 2015:

35.3% of All Students will be proficient in R/LA.

35.3% of Economically Disadvantaged Students will be proficient in Math.

35.3% of Limited English Proficiency Students will be proficient in Math.

Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant).

September 2013
Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test A
The percent of ETT student scoring proficient on the formative assessments in grade 6-8 will increase by 3%
The percent of African American Students scoring proficient on the formative assessment will increase by 3%
The percent of Economically Disadvantage students scoring proficient on the formative assessment will increase by 3%
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 3%
The percent of Limited English Proficiency students scoring proficient on the formative assessment will increase by 3%
Administer bi-weekly common assessments with 55% of students scoring proficient
Identify students for Tier II and Tier III interventions based on the previous TCAP score.

November 2013
Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test B
The percent of ETT student scoring proficient on the formative assessments in grade 6-8 will increase by 3%
The percent of African American Students scoring proficient on the formative assessment will increase by 3%
The percent of Economically Disadvantage students scoring proficient on the formative assessment will increase by 3%
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 3%
The percent of Limited English Proficiency students scoring proficient on the formative assessment will increase by 3%
Administer bi-weekly common assessments with 55% of students scoring proficient

February/ March 2014
Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test C
The percent of ETT student scoring proficient on the formative assessments in grade 6-8 will increase by 10%
The percent of African American Students scoring proficient on the formative assessment will increase by 10%
The percent of Economically Disadvantage students scoring proficient on the formative assessment will increase by 10%
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%
The percent of Limited English Proficiency students scoring proficient on the formative assessment will increase by 10%
Administer bi-weekly common assessments with 70% of students scoring proficient

April 2014
Baseline data will be taken on Every Test Taker using the TCAP Data

The percent of ETT student scoring proficient on the TCAP in grade 6-8 will increase by 3%

The percent of African American Students scoring proficient on the TCAP will increase by 3%

The percent of Economically Disadvantage students scoring proficient on the TCAP will increase by 3%

The percent of Students with Disabilities scoring proficient on the TCAP will increase by 3%

The percent of Limited English Proficiency students scoring proficient on the TCAP will increase by 3%

Administer bi-weekly common assessments with 55% of students scoring proficient

Name of School: Sherwood Middle School			
Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
Requirements for the Turnaround Model (LEA must implement actions 1-9.)			
1a. Replace the principal 1b. Grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The iZone Director and a team of District Level Administrators will interview candidates and select a principal based on the unique competencies for turning around low achieving schools. The school will provide increased learning time through an extra hour each day (8:00 a.m. to 4:00 p.m.). The school will be given autonomy to utilize funding sources in accordance with the approved SIG, Title 1, and Site-Based funds to meet the specific needs of the school in implementing a comprehensive approach to student achievement.	Spring 2013 (finalization of this step is awaiting approval of the recommended candidate by the Superintendents) August 2013 – May 2014 July 2013 – June 2014	iZone Director Principal
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire	The Teacher Effectiveness Measure (TEM) evaluation system will be used to measure the effectiveness of staff who works within the turnaround environment. Multiple measures will be used: growth in student learning (35%); observation of teachers' practice	Spring 2013	iZone Director; Principal

Name of School: Sherwood Middle School			
Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
no more than 50 percent; and (B) Select new staff	(45%); other student measure (15%); and student perceptions (5%). All staff members will reapply for existing positions, and no more than 50 percent will be rehired. The principal with the support of the iZone Director will select the new staff.		
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff. • Principal - $4,000 total • Assistant Principal - $3,000 total • Teacher - $1,000 total Information will also be shared about performance bonuses payable in 2014-15 based on attainment of 2013-14 performance targets. Targets will be reflective of the assurances of the district grant application. • Principal - $6,000 • Assistant Principal - $4,000	July 2013 – June 2014	iZone Director; Principal

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Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	• Teacher - $3,000 Employees will be informed that they must work at least 180 days in order to qualify for the maximum performance and recruitment based awards.		
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	The three levels of one-on-one coaching which form the foundation of the merged district's tiered professional development model include school-based Learning Coaches; school-based Master Teachers (50% release time); and the district-based Performance Improvement Team or PIT Crew. Learning Coaches will serve as the primary coaching support to low-performing and new teachers. Master Teachers will oversee and support the activities of the Learning Coaches as well as support the principal and administrators in conducting teacher evaluations. Finally, as a centrally-based staff, the PIT Crew will direct and align the work of the Master Teachers, subject to principal approval, and design and conduct trainings for large groups of teachers on specific topics affecting a broad group. The focus of the coaching efforts will be differentiated based on the	April 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director

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	need of the teacher, with careful attention paid to those teachers with the potential to become effective or highly effective. All teachers will continue to have informal observations, known as weekly drop-ins, made by principal, assistant principal, and instructional facilitator to ensure immediate feedback on classroom instruction and management. Additionally, the iZone office will send representatives to come and observe the school-wide implementation of a rigorous and aligned curriculum. Weekly and Formative Assessment Data and Analysis will provide monitoring and feedback on the effectiveness of the teaching strategies. This will allow for adjustments to teaching strategies to increase student performance. Budget items related to professional development will cover stipends for five additional days of professional development for certificated staff and up to 15 days of	July 2013-May	Principal, Assistant Principal, Instructional Facilitator, plus…

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Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	substitutes. The following PD is research based: • Gender-based instruction for all teachers • Data Analysis and tracking for all teachers • Technology-based blended science instruction for science department • Instructional Strategies/ Differentiation • Technology training for SmartBoard, CPS, Mimeo, Casio Calculator • No-nonsense Nurturing/ classroom culture building for all teachers • Remedial Math and Reading strategies for all teachers • Team Building • Common Core (ELA/Math/Science/SS)	2014	Science Dept. Chair Counselor ELA and Math Dept. Chairs Counselor
5. Adopt a new governance structure, which	The school will be governed by the iZone office.	Spring 2013 – June	iZone Director

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may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability		2014	
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards	1. **Gender Based Classes** - According to research, gender based classrooms can significantly increase student achievement and decrease behavioral disruptions which sidetrack learning. Sherwood Middle School will implement gender-based classrooms with strong PD to support effective implementation of the gender-based model. 2. **Behavior Plan/ Non-nonsense Nurturing** - According to Tripod Survey results as well as TELL survey results, Sherwood Middle School has an overall negative culture of learning, specifically citing issues with student choice, respect for students and behavior interruptions that impede learning. Data	August 2013 – May 2014	Principal, Assistant Principal, Instructional Facilitator, All Classroom Teachers

Appendix E

Name of School: Sherwood Middle School			
Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	show that disruptive and chaotic classrooms decrease student growth and achievement and can have negative social impacts as well, especially with "at risk" students. Sherwood Middle School will implement the No-Nonsense Nurture Program to increase classroom management skills effectively for all teachers and reduce classroom disruptions. Sherwood Middle School will also implement a school-wide culture-building initiative that focuses student development of positive character traits (as seen at high-achieving optional/ charter schools throughout the country that serve low-income communities). Sherwood Middle School's culture plan may include school-wide character studies, team-building activities, community meetings, and school-wide merit/demerit system. 3. **Blended Learning (Science/Technology) -** Studies show that 21st century college and career skill sets include familiarity with technology as well as the effective use of communications and information technology. This is coupled with an increased need for		Principal, Assistant Principal, Instructional Facilitator, Science

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	science-based careers. Sherwood will implement a blended learning science program that incorporates a continual use of technology in the science classroom. 4. **School Wide Reading Program** – Based on Sherwood Middle School's current scores, reading needs to be targeted at the school-wide level. Research shows that reading 60 minutes a day exposes a student to over 5 million words a year, increasing reading growth and achievement. A school wide reading program may include initiatives such as D.E.A.R. (drop everything and read), book clubs, student and parent reading nights, and independent reading computer programs (i.e. ReadingPlus, Accelerated Reader, and Failure Free Reading). 5. **Common Data Tracker**-. Research shows that regularly tracking and analyzing student data increases teacher understanding of classroom trends, gaps in learning and increases effectiveness of re-teaching, interventions and enrichment. Teachers will use weekly data trackers to track student performance. Data will come from weekly assessments, common		Teachers Principal, Vice Principal, Instructional Facilitator, All Classroom Teachers

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Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	assessments, formative and summative assessments and data from academic intervention hours. Student Reading level data will also be tracked and shared with all teachers. Professional Development for data analysis and tracking will be provided for all teachers. 6. **Simple Solutions** – Math/ELA. Simple Solutions is research based intervention materials for Math and ELA. Simple Solutions materials will be used daily for intervention, remediation and spiraled review of skills. 7. **Study Island** –Math. Study Island is a web-based, research supported instructional program used for interventions and enrichment that utilizes engaging methods for learning and practice. Math classes and intervention sessions will use Study Island to support learning with close alignment to TN standards. 8. **Vertically Aligned/School Created Long Term Plans (Combine SPIs/Common Core)- All Subjects.** Teachers will create a yearlong plan for instruction of their content based on analysis of the	July 2013 – May 2014	

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	Tennessee State Standards and the Common Core State Standards for their respective content area and grade level. Included in this long-term plan will be unit assessments, detailed unit plans with standards to be taught during the unit, as well as a vision for achievement and individual teacher goals for classroom culture and achievement. Teachers will utilize this long-term plan and unit assessments as the "interim" assessments for tracking purposes. This will vertically and horizontally align each curriculum. This will be completed by July 2013.		
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	TCAP summative assessment data will be used to develop action steps for increasing student achievement, plan for professional development, analyze instructional programs and strategies, and develop quarterly milestones that enable the school to meet the target AMOs.	April 2013, April 2014	TDOE
	Multiple-choice formative assessments will be administered 3 times a year to benchmark student achievement regarding TCAP and mastery/non-mastery of standards.	September 2013, November 2013, February/March 2014	LEA

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Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	Constructed Response assessments will be administered multiple times a year to benchmark student achievement regarding the Common Core. Teachers will use pre-created common assessments on a bi-weekly basis. Teachers will analyze all data from formative, summative, and interim assessments on "data days". Teachers will enter individualized student data into a common data tracker (EXCEL). From this data, teachers will create a re-teach, differentiated instruction plan for individual classrooms. Teachers will also use Discovery assessment data (test A/B/C) to place students in intervention/enrichment groups to meet twice a week and work on non-mastered skills.	Fall 2013, Spring 2014 August 2013-May 2014 (biweekly)	TDOE Principal, Assistant Principal, Instructional Facilitator, Resource, and Classroom Teachers
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	An additional hour will be added to the regular school day to implement extended class time and intervention/enrichment programs for core content areas:	August 2013-May 2014 (weekly)	Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers

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Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	The extended learning time will consist of 90 minute classes that incorporate enrichment and intervention the last 30 minutes of each block based on weekly common assessment data and formative assessment data.		
9. Provide appropriate social-emotional and community-oriented services and supports for students.	Professional counselor will conduct monthly social and emotional development training for teachers, parents, and community. Family Math & Science nights, curriculum open-house nights, and TCAP nights will be provided to train parents on how to help their children with homework and test-taking preparation. The following community organizations will provide Sherwood Middle School students/parents/teachers with resources, support, character development, volunteers, guidance, and college readiness: • Gear up • Stand for Children • Gentlemen's Academy • Dream Girl's Academy/ Girl Scouts	August 2013-May 2014 (monthly) September 2013, November 2013, January 2014, March 2014 August 2013-May 2014 (monthly)	Professional Counselor Principal, Assistant Principal, Instructional Facilitator, All Teachers Principal, Assistant Principal, Instructional Facilitator, Guidance Counselor

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Turnaround Model **LEA Design and Implementation of the Intervention Model for Each Year of Grant**	**Action Steps for Pre-implementation and Year One.** Pre-implementation, April 1-Sept. 1, 2013	**Implementation Timeline**	**Name and Position of Responsible Person(s)**
	• St. Jude's Health Fair • Local colleges (University of Memphis, Christian Brothers, Lemoyne Owen) • Parent Center • Fellowship of Believers Christ Church • Bridges • Sherwood Middle School Community Garden Additionally, the professional school counselor, social worker, and school nurse will provide services to Sherwood Middle School. Students have the opportunity to use Well Child Health Care Services.		

Pre-Implementation Activities:
Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.
To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Appendix E

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:
Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Sherwood Middle School

"A.I.M.ed and Focused to Reach Sucess"

2013-14 School Improvement Plan

SMS

Frederick White, Principal

Shari D. Harrison, Assistant Principal

Angela Knox, Instructional Facilitator

GOAL 1 – Action Plan Development (R/LA)

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	SY 2013: 21.8%: The percent of all subgroups (African American, Economically Disadvantage and Students with Disabilities) scoring proficient and advanced in grades 6-8 will increase to at least 21.8% in 2013 - 2014.
Which need(s) does this Goal address?	Reading and Language Arts
How is this Goal linked to the system's Five-Year Plan?	Goal #1 is directly aligned to the system's first goal: school should create academically challenging, safe, supportive, and effective learning environments.

ACTION STEPS	IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	Students will read collaboratively or independently each day for at least fifty (50) minutes in core subject classes.	August 2013 -- May 2014	All core subject area teachers with large percentage of focus on reading teacher Principal Instructional Facilitator (IF) SMS Secretary Librarian	1. Textbooks 2. Classroom libraries 3. School library books 4. Dictionaries	1. Site-based budget 2. Title I funds:$600 3. School library budget 4. SIG: $8,000	Reading rate records to promote reading fluency and accuracy Bi-weekly Reading Comprehension tests Teachscape Observations TCAP Observations Walkthroughs/ Curriculum Audits	Reading Logs Reading rate results equivalent to grade level Increased reading comprehension
Action Step 2	Teachers will analyze and disaggregate their classroom assessment data using the .	On-going throughout the year	IF Assistant Principal (AP) All teachers	Action Plan template	No cost is projected	Teachers will meet bi – weekly to discuss their feedback and strategies for improvement. The SDIS model will be kept on file.	Teachers will become more accountable for their teaching practices and test scores.
Action Step 3	Conduct weekly classroom audit and observations feedback sessions to address any concerns with instructional practices or classroom management	Weekly- September 2013 - May 2014.	Leadership Team (Academic Coaches, Administrators)	Drop-In Observation form and drop-in observation feedback form	No cost is projected	The leadership team will conduct follow-up observations after the feedback session.	Teachers will become more accountable for their teaching practices and test scores.
Action Step 4	Provide feedback for teacher Tem Lesson plans	Weekly- September 2013 – May 2014	AP IF	TEM lesson plans template and TEM lesson plan feedback	No cost is projected	The Tem lesson plan feedback form. Teacher will meet weekly with assigned administrator to	Teachers will become more accountable for their teaching practices and test scores.

				form.		discuss areas of strength or improvement.	
Action Step 5	All Language Arts teachers will have their students participate in bi-weekly common assessments	Weekly - September 2013 – May 2014	AP IF	Discovery and common assessment s	No cost is projected	Teachers will give their common assessment data to S. Harrison to be charted and analyzed	We will be able to understand the trends with SPI data and use that data to drive instruction
Action Step 6	All teachers will participate in Writing Across the Curriculum through journaling . All teachers must journal in their classrooms daily.	Daily – October 2013 – May 2014	All Language Arts Teachers	Websites for journaling. Power point presentation about Write Away	No cost is projected	Drop-in observation will be conducted weekly to check for fidelity of the writing initiative. A form will be used.	The writing will help the TCAP scores.
Action Step 7	Language Arts teachers will participate in 5 Writer's Workshops which focus on chunking the 5 paragraph expository essay. Based on student and teacher needs professional development will be reviewed annually.	September 2011 – January 2013 (5 workshops)	8th Grade Teachers	Writing with Thinking Maps, Folio Writing guides, 6 Traits of Writing	No cost is projected	Observations will take place to monitor the chunking of the essay.	8th grade students will be 90% proficient/advanced on the TCAP Writing Assessment
Action Step 8	Language Arts teachers will use technology to differentiate instruction (computer software, internet resources, teacher-created web pages, READING Plus, Power Teacher, Discovery Assessment) to complement and strengthen alignment between instructional objectives.	August 2013 -- May 2014	AP All Language Arts Teachers	READING PLUS resources (technology, textbooks, and software). Language Arts resources: desktop computers, CD ROMs, internet, and digital cameras	Language Arts is funded by Title I. There is no cost for PowerTeacher. No cost for READING PLUS	The scope and sequence of the Language Arts curriculum will be adhered to. Technology will enhance lesson objectives. T-Formations will assess mastery daily.	Based on TCAP data students scoring proficient or below in the area of Reading and Language Arts will improve test scores.
Action Step 9	Selected student subgroups will participate in READING PLUS. READING PLUS is a comprehensive reading intervention program designed for students who are reading below grade level.	September 2013 -- May 2014	AP IF All trained READING Plus Teachers	READING PLUS materials (computers, software, printers)	No cost is projected	READING Plus instructor will monitor students' progress.	Students are expected to demonstrate gains.
Action Step 10	Special education teachers will work collaboratively with general education teachers to plan lessons using research based instructional strategies as our school continues the inclusion program. Special education teachers will meet bi-monthly with the administrative team to share progress of SWD students and Professional Development.	2013 -- May 2014	Principal AP IF SPED Teachers	Math tracking sheets, student IEP's and syllabus	No cost is projected	Monitoring of weekly lesson plans Classroom observations Striving Schools Academic Team walkthroughs Weekly staff meetings Periodic student assessments	14% of our SPED students scored proficient or advanced on the 2013 TCAP Assessment. 10% or more of students with disabilities will score proficient/advanced on the Spring 2013 TCAP.
Action Step 11	The English Language Learner (ELL) subgroup will increase its skills in reading, writing,	August 2013 -- May 2014	IF	Content textbooks and	No cost is projected.	The ELL teacher will monitor student progress	The ELDA will be administered each spring to

	speaking, and listening in English to practice and successfully participate in grade-level content classes. Administrators, teachers will attend monthly Professional Learning Communities (PLC) meetings to discuss the impact of this action step. Parent Link, an automated telephone system, will be used to keep parents and stakeholders updated on programs, changes, and current activities in the Reading and Language Arts department. The system monitors student attendance and keeps parents informed of daily absences.		ELL Teacher All Content Area Teachers	vocabulary books to teach the English language		each nine weeks. Regular classroom teachers will monitor progress of ELL students and refer students with extended needs to the ELL teacher.	monitor student achievement. Based on TCAP data ELL students will improve Reading and Language Arts test scores by 10%
Action Step 12	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 4.2) Teachers will attend Reading/Language Arts workshops offered by the MCS Teaching and Learning Academy and the Office of Curriculum and Instruction. Teachers will attend monthly Professional Learning Community meetings for professional development which address concrete models, implementation of three strategies per lesson, literacy strategies, technology, and using data for informing instruction. Teachers will analyze common bi-weekly assessment data to determine which objectives and students warrant whole group, small group and one-on-one instruction. ** See the Title I Professional Development Plan.	TBA Every nine weeks Weekly	IF AP All Reading/ Language Arts Teachers		Total Cost: $10,000	Evidence of learned PD will be documented by administrator, district personnel using district walk through school walkthroughs, lesson plans and student quality work on display.	School will make AMO in Reading/Language Arts.
Action Step 13	Teachers will analyze the following relevant academic data to determine the strengths and needs of our students: • TCAP data • Discovery Learning Assessment • Classroom Performance Systems • Weekly common classroom assessments— Teachers will use weekly data to drive instruction, focusing instruction on re-teaching of SPIs below the 90% mastery level. • Simple Solutions ELA books	August 2013 - May 2014	Leadership Team (Principal, AP, IF) All Reading/ Language Arts Teachers	TCAP Data Computers Classroom Performance Systems	Title I funds Classroom Performance Systems—no cost this year; already on-site SIG: $8,500	TCAP data sheets Monitoring of weekly lesson plans Formal and informal classroom observations Southeast region Academic Team walkthroughs Team meetings Common Assessments	100% of the Reading/Language Arts teachers will be knowledgeable of their students' academic performance on the Spring 2013 TCAP. 100% of all Reading/Language Arts teachers will complete data sheets and track the progress of their students throughout the school year. 100% of the Reading/Language Arts teachers will use the data to

							drive instruction.
Action Step 14	Teachers will utilize the following scientifically, research-based instructional strategies and programs to enhance academic performance: • Thinking Maps • Memphis City Schools Curriculum Guides • Reading Plus • Differentiated Instruction • Discovery	August 2013 – May 2013	A. Knox, (IF) S. Harrison(AP) All Reading/ Language Arts Teachers	Thinking Maps Handbook READING Plus Materials	No cost	Monitoring of syllabus Formal and informal classroom observations Southeast Region Schools Academic Team walkthroughs Team meetings Weekly assessments Bi-weekly assessments Weekly content area meetings	100% of the Reading/Language Arts will incorporate literacy strategies into their weekly instruction. 90% of students will demonstrate mastery of SPIs on weekly assessments.
Action Step 15	Evaluate the validity and effectiveness of the AVID Program. Implement program 12/12 School year.	Summer of 2013 attended AVID Summer Institute Fall 2013 implemented program	Five Core Teachers Principal AP IP	1. Summer Institute 2. Binders 3. Paper 4. Tutors	1. $9,000 for summer institute and one year's contract with AVID 2. Title I funds: $1,000 3. Title I funds: $1,000 4. Title I funds: $4,000	AVID implementation plan Monitoring checklist for the AVID implementation plan Observations Student assessment analysis	Increase in Teacher Leadership. Increase in implementation of Good First Teaching Strategies
Action Step 16	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 4.2) Parents will be given a copy of their child's previous year's TCAP scores and will be notified of weekly progress via progress reports, phone calls, and parent letters. Parents will be invited to engage in meetings to discuss student progress and deficiencies. Parents will be invited to participate in Family Literacy Nights (Nov. 2013 and March 2013) using Parent Link. Parents will be notified of various assignments through Week-at-a- Glance, and Power Teacher. Parents will be invited to engage in monthly parental involvement activities at the school. Create a Community Garden	August 2013-May 2014	IF AP All Reading/ Language Arts Teachers	TCAP Data Computers	Parental Involvement Printing supplies total cost $1,000. There is no cost for Power Teachergrade book. SIG:$2,000	Monitoring the number of parents attending school functions, sign-in sheets from parent conferences, and office visits Results from the parent survey will be evaluated to determine the effectiveness of the informational sessions provided to parents.	100% of parents will receive progress reports and parent letters. All parents will be invited to participate in Family Literacy Nights.
Action Step 17	Teachers will participate in on- going professional development in Gender-based classroom	August August	Principal AP	Books Materials from	SIG: $5,000	Evidence of learned PD will be documented by	Teachers students will have a better understanding

	instruction.	2013-May 2014 Ongoing	IF	the professional development		administrator, district personnel using district school walkthroughs and lesson plans	on how to effectively implement gender base classrooms
Action Step 18	Teachers will disaggregate their classroom data by using data analysis and tracking.	August 2013-May 2014 Ongoing	Principal AP IF	TCAP Data Common Assessment Data Data analysis tracking Sheet Data Binders	SIG: $10,000	Data Days (September, November, February, April) All Teachers	We will be able to understand data and use that data to drive instruction
Action Step 19	All teachers will participate in on- going professional development instructional Strategies/ Differentiation Methods .	August 2013-May 2014 Ongoing	Principal AP IF	Drop –in Lesson plans and Lesson plan feedback forms.	SIG: $2,000	Evidence of learned PD will be documented by administrator, district personnel using district walk through school walk throughs, and lesson plans	Teachers will become more knowledgeable about research based instructional strategies and differentiation methods.
Action Step 20	All teachers will participate in on- going professional development for Remedial ELA Strategies	August 2013-May 2014 Ongoing	Principal AP IF	Drop –in Lesson plans and Lesson plan feedback forms	SIG In-house No cost	Monitoring of weekly lesson plans Classroom observations	Those students scoring below proficient in math will receive additional support in class.
Action Step 21	All teachers will participate in on- going professional development for Common Core Implementation	August 2013-May 2014 Ongoing	Principal AP IF	Common core math materials Lesson Plans Observations	SIG: $5,000	The teachers will receive feedback from the district coaches and the administration to ensure that all teachers are incorporating common core teaching strategies.	Teachers will receive training on implementing Common Core Standards effectively.
Action Step 22	All teachers will participate in on- going professional development instructional in No- nonsense nurturing/ Classroom Culture Building	August 2013-May 2014 Ongoing	Principal AP IF	No- nonsense nurturing /Classroom culture building resources and materials	SIG: $2,000	Classroom observation	Teachers will receive training on implementing No-nonsense nurturing/Classroom Culture Building.
Action Step 23	All teachers will participate in Bridges Team Building - Retreat	Pre-Inservice 2013	Team Bridges Personnel	Bridges Materials	SIG: $5,000	Agendas Evaluations PDMS Portfolio Sheet Presentations	To increase a teachers knowledge on creating a positive team and school culture.
Action Step 24	All teachers will participate in Bridges Team Building - Retreat	Fall 2013 Spring 2014	Team Bridges Personnel	Bridges Materials	SIG: $2,000	Agendas Evaluations PDMS Portfolio Sheet	To increase a teachers knowledge on creating a positive team and school culture.

						Presentations	
Action Step 25	Extended School Day for intervention and enrichment	August 2013 – May 2014	Principal		SIG :$259,607 salaries SIG: $6,761 buses	Sign in sheets	Increased academic achievement
Action Step 26	Signing and Retention bonuses for eligible teachers	Twice a year	Principal		SIG: $46,600	Payroll	Increased academic achievement
Action Step 27	Extended School Year for Professional Development	5 days prior to the start of school	Principal		SIG: $21,533	Sign in sheets	Increased academic achievement

GOAL 2 – Action Plan Development (Mathematics)

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	SY 2013-14: 15.6% The percent of all subgroups (African American, Economically Disadvantage and Students with Disabilities) scoring proficient and advanced in grades 6-8 will increase to at least 15.6 % in 2013-2014.
Which need(s) does this Goal address?	Mathematics
How is this Goal linked to the system's Five-Year Plan?	Goal #2 is directly aligned to the system's first goal: school should create academically challenging, safe, supportive, and effective learning environments. This goal is also linked to MCS Counts—a district initiative that emphasizes improving student academic achievement in Mathematics.

ACTION STEPS	IMPLEMENTATION PLAN					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1 — Assistant principal, Instructional Facilitator, and math teachers will disaggregate 2 years of TCAP data to identify strengths, weaknesses, and gains for students who scored Below Proficient. Strategies for improving results will be implemented.	Data will be disaggregated August 2013 Departmental meetings will be held T/Th through the end of the school year for the purpose of data collection, review, and analysis.	All SMS Math teachers IF AP	TCAP data and a list of SPIs are needed to disaggregate data and identify weaknesses.	No costs.	Teaching strategies and other best practices will be discussed during T/Th Professional Learning Communities meetings and data meetings. Data results will be used to drive instruction	100% of students who were not proficient on previous year's TCAP will be identified. Two strands per grade level will be identified as needing improvement.
Action Step 2 — Math teachers will use Discovery Learning Assessment data and common bi-weekly assessment data to drive instruction, focusing instruction on re-teaching of GLE's and understanding if below the 90% mastery level. Re-teaching will include the use of Stanford Math.	Discovery Learning Assessment and Stanford Math data, along with re-teaching, will begin September 2013 and	All SMS Math teachers IF AP Test Coordinator	Teacher data binders.	There are no costs involved for Discovery Learning Assessment testing. The district purchased all test materials and the license	All Math teachers, and math teachers and resource teachers will monitor common weekly assessments and Discovery Learning Assessment data of students who were below proficient via math data board. Strategies for	Each year 53% of students scoring 90% on 1st Discovery Learning Assessments, 63% of students scoring 90% on 2nd Discovery Learning Assessments, 73% of students scoring 90% on 3rd

		continue through May 2014.			to Discovery Learning Assessment. Projected cost for printing is $1,000.	whole group, small group, and one-on-one teaching will be documented in weekly PLC meeting minutes.	
Action Step 3	Teachers will integrate the following in daily lessons: • Concrete models • The use of technology (SmartBoard, Calculators, Powerpoints) • At least three teaching strategies • Review with a TCAP formatted question • Partner work, small group work, whole group work • Differentiated material • Study Island • Simple Solution Math • Blended Science Curriculum	These components will be used the first day of school through the last day of school each year.	All Teachers	*Glencoe McGraw-Hill Tennessee Math Connects* text book (Courses 1-3) Casio calculators SIG: $11,610 SIG: $5,000	Calculators total cost: $18,900 purchased the this year (Title I funds)	TEM lesson plans will be turned in to and assessed by principal on a quarterly basis. Each lesson plan will be broken down into SPIs, teaching strategies, used resources, projects, and best teaching practices. This will ensure teachers are incorporating teaching strategies, technology, and differentiated instruction. Teachers will receive feedback from observations and informal drop-ins.	100% of teachers will incorporate technology and textbook resources into their daily lessons to ensure student engagement.
Action Step 4	Students scoring Below Proficient on previous year's TCAP and students identified as Below Proficient on weekly Discovery Learning Assessments will receive interventions during school or after school tutoring. The focus will be on problem-solving, critical thinking, and hands-on activities. Stanford Math will also be used as intervention tool on a daily basis. Part time tutors to assist with small group intervention	Students will be assigned tutoring in October, 2013 and will attend until April 2014. Stanford Math will be used on a daily basis from the first day of school until the last.	AP Stanford Math Math Lead Selected Teachers for Afterschool Tutoring Program All Math Teachers	Stanford Math is covered by the district.	There is no cost for Stanford Math. SIG: $14,490	The site coordinator is responsible for monitoring the tutorial programs. Review the participation data for Stanford Math and afterschool program.	Those students scoring below proficient in math will attend a tutorial program and show gain in math skills.
Action Step 5	The school will provide a variety of tutorial programs. Students will participate in tutorial and enrichment activities designed to improve student achievement. These tutorial programs provide students with after school activities focusing on reading, language arts, science, and math.	Tutorial programs begin in October of each year and end in May of each year.	IF AP	Tutorial programs: Extended Learning and Extended Day tutoring.	SIG: Extended Day. Title I: $14,000 (Extended Learning)	Teachers will evaluate students' performance to assess master. Targeted skills for each year will be determined by analyzing student TCAP data and Discovery Learning Assessment data.	Tutorial students scoring below proficiency on previous years' TCAP will decrease 50% each year.

Action Step 6	Special education teachers will work collaboratively with general education teacher to plan lessons using research based instructional strategies as our school continues the inclusion program. Special education teachers will meet weekly with the administration team to share progress of SWD students and professional development	These meetings will be held August 2013-May 2013.	Principal AP SPED Teachers	Math tracking sheets, student IEP's and syllabus.	A Family Math and Science Night will be held to encourage active family participation in academics. Parents will engage in academic activities with their children as well as receive information about their child's educational progress.	October 2013 and March 2013.	Math department head Miss Brynes will be in charge of coordinating the event. All math teachers are responsible for participating and developing the nights' activities.
Action Step 7	Professional Development Plan to Support Action Plan • Teachers will attend math workshops offered by MCS Teaching and Learning Academy and the Office of Curriculum and Instruction. • Teachers will attend bi-weekly Professional Learning Community (PLC) meetings for professional development workshops that address the implementation of concrete models, three strategies per lesson, literacy strategies, technology, and using data to drive instruction, weekly common assessment tests and plans for re-teaching activities to promote student mastery of SPIs. • Teacher will attend The Common Core Institute Conference	August 2013-May 2013.	Math Teachers AP	None	Cost is Approx. $1,5000	Administrators and district personnel will document evidence of learned PD.	School makes AMO in math.
Action Step 8	All teachers will participate in on- going professional development for Remedial ELA Strategies	August 2013-2014 Ongoing	Principal, Assistant Principal, and Instructional Facilitator	Drop –in Lesson plans and Lesson plan feedback forms	School Improvement Grant In-house No cost	Monitoring of weekly lesson plans Classroom observations	Those students scoring below proficient in math will receive additional support in class.

GOAL 3 – Action Plan Development (Attendance)

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	To obtain an attendance rate of at least 96% for the 2013-2013 school years or The percentage of students present will increase from 96% to 98% by May 2013.
Which need(s) does this Goal address?	Students' daily attendance will meet and maintain the 96% attendance rate.
How is this Goal linked to the system's Five-Year Plan?	Goal #3 is directly aligned to the system's first goal: school should create academically challenging, safe, supportive, and effective learning environments.

ACTION STEPS	IMPLEMENTATION PLAN					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	The Attendance Support Team will meet monthly to monitor the effectiveness of implemented attendance strategies.	August 2013-May 2014	ISS Coordinator School Counselor	20-day attendance reports	No additional funding needed	Analysis of the effectiveness of intervention methods implemented to eliminate absences	The student attendance rate will be at least 96% or better each 20-day period.
Action Step 2	Recognition/rewards will be given every 9 weeks to students with high levels of attendance and high grade averages	September 2013-May 2014	School Counselor	1. Recognition ceremonies 2. Rewards for students 3. 9 week attendance reports	1. Site-based budget: $300.00 2. Site-based budget: $200.00	Analysis of 9 week attendance reports The number of students who receive perfect attendance Honor Roll reports	The student attendance rate will be at least 96% or better each 20-day period. Increased number of students making honor roll and principal's list
Action Step 3	Regular SART meetings will be held for the parents of students who are habitually tardy/absent.	August 2013 - May 2014	Tyranda Mosby (DA's office) SMS Secretary	1. 20-day attendance reports 2. Information for parents about Sherwood and MCS attendance policies	No additional funding needed	Analysis of 20 day attendance report Parent feedback Parent evaluation of SART meeting	The student attendance rate will be at least 96% or better each 20-day period.
Action Step 4	School staff will regularly communicate with the parents of students who are habitually tardy/absent via phone, parent-teacher conferences, school assemblies, parent meetings,	August 2013 - May 2014	All Classroom Teachers Administrative	1. ParentLink phone system 2. Current parent	No additional funding needed	Documentation that shows how many parents were contacted via ParentLink	The student attendance rate will be at least 96% or better each 20-day period.

	school newsletter, school and district website, and notes sent home.		Team Prof. School Counselor	contact logs 3. 20-day attendance reports 4. Information for parents about Sherwood and MCS attendance policies		Record of parent contact and resolve Analysis of 20 day attendance report Parent feedback from informational session on attendance	
Action Step 5	The PBIS team will meet monthly to review and share a variety of data (e.g., attendance, disciplinary infractions) along with the faculty's suggestions for improvement.	October 2013 - May 2014	PBIS Coordinator Principal	1. Meeting time 2. Agenda 3. Reports 4. Minutes	No additional funding needed	Ensure that agenda items match the goals. Analyze reports for trends in order to make recommendations. Assess minutes and follow up in preparation for next meeting	The student attendance rate will be at least 96% or better each 20-day period.
Action Step 6	Professional development opportunities, in house and locally, will be provided for teachers needing support in classroom management.	October 2013 - May 2014	IF Principal PBIS Coordinator ISS Coordinator	1. Professional development (in house and locally) 2. PBIS reports 3. Behavior Plans/ Contracts 4. Discipline Logs 5. Parent contact logs	Title I: $300	Utilize the PBIS reports to determine which teachers are in need of classroom management support. Review teachers' Behavior plans and make recommendations Review discipline logs to find students with documentation to begin strategic intervention Review logs to ensure that parent data is current as well as to ensure that proper parent contact has been made	Decrease disciplinary infractions and office referrals by 20%

GOAL 4 – Action Plan Development (Science)

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	Student improvement demonstrating a gain of 10 percent in TCAP Science Scores within 6th, 7th and 8th grade levels, (AMO 6.25)
Which need(s) does this Goal address?	Low science content achievement within grades 6th, 7th and 8th grade and science test scores that do not meet the state and district mean for student achievement based on grade level.
How is this Goal linked to the system's Five-Year Plan?	The mission of the five-year plan is to: 1. Provide students with a safe and nurturing environment in which all students can and will learn; 2. Engage all students in appropriately challenging work within the science content; 3. Foster collaborative efforts among teachers, parents, and community that will enhance science student interest and assist in skill development required for successful completion of high school; Goals are linked to the five-year system's plan in: • Creating academically challenging, safe, supportive and effective learning environments; • Ensuring schools are well staffed with highly qualified personnel; • Establishing high levels of accountability for academic and fiscal performances throughout the system; and • Creating a system-wide climate that is sensitive and responsive to the needs of an increasingly diverse student and community population.

ACTION STEPS	IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	The teaching staff will utilize the Common Core State Standards, MCS's curricula, Tennessee State reading curriculum/standards, district's formative assessments (Discovery) to drive teachers' planning and instruction. The teaching staff will continue focusing on the retention and development of highly skilled teaching staff through on-going professional development focusing on the following topics: • Common Core Standards • Highly effective teaching • TCAP Data Analysis • Biweekly PLC's	Throughout the school year.	Principal AP IF Classroom Teachers	Thinking Maps: Graphic Organizers Literacy Strategies: Text Complexity, Informal Discussion Tennessee Academic Vocabulary	Title I Funded District funded	Staff evaluations of professional development sessions Grade level meeting minutes Lesson plans Student mastery of assessed skills and instructional strategies	Continuous school improvement. PD credit. Students will utilize graphic organizers to process thoughts and promote high order thinking. Student reading and speaking vocabulary will increase thereby increasing comprehension. Instructional practices

	• Differentiated instruction • TEMS Lesson Plans • Literacy Integration Across the Curriculum • Cooperative Learning Opportunities • TCAP Question Formats • Weekly Technology Integration • Bi Weekly Common Assessments School-wide reform strategies based on scientific research will be used to effectively implement the before mentioned staff development topics.						reflect research-based and best practices of high performing schools. Implement the Backward Design model of reviewing data to create the assessment then organize the performance tasks and class activities
Action Step 2	The administration and teachers will identify lower quarter percentile scoring students at the beginning of the school year in order to provide and implement prevention and intervention strategies for at-risk students. Allocated funds to support such projects will be used to remove the school from lower achievement and poor improvement status.	August 2013-identified September 2013-adjust student schedules September 2013-May 2014-provide interventions	Classroom Teachers	CPS Formative Assessment Data TCAP Data TCAP Coach 9wk Common Assessment/w Constructed Response	Title I Funds	Formative Assessments Authentic Assessments 9wks Week Unit Exams 9wk Common Assessment with Constructed Response	Increase student TCAP scores by providing focused instruction that remediates students according to their individual deficiencies.
Action Step 3	A school-wide intervention and pacing calendar will be used at14 week intervals and will focus on strategies to motivate students toward improvement in upcoming TN State TCAP Achievement testing.	October 2013-April 2014	Principal AP Classroom Teachers	CPS Teacher Success Plans TCAP Coach Formative Assessment Data Weekly Common Assessment Data Student Reflection Logs	N/A	Formative Assessments Back- ward Design Lesson Plans TCAP Blitz Test Results	Use data to deliver small group instruction for student achievement and SPI mastery. Send home report cards and progress reports.
Action Step 4	Real World Application Events and Community Learning will be incorporated to assist students 'higher interest and motivation toward science and mathematics learning by: • Introducing Guest Speakers every 9 weeks; • Provide student learning fostered through field trips planned within each 9-week grade reporting periods. • Family Math and Science Night initiatives held in the fall and spring of the school year will provide parents, students, and teachers more opportunity to embrace and engage learners in science hands-on activities to foster interest and motivation for the learning	Throughout the year	Principal AP IF Teachers	Speakers: 1st 9 weeks- The Organization of Black Aerospace Professionals 2nd 9weeks-Andrea Johnson: Bubble Bistro Cosmetic Mixologist 3rd: Local Weatherman 4th: Mini	Title I Funding-$300 Printing and Refreshments for Community members and Parents.	Ticket out the Door: Student critiques Parent and student participation, sign-in sheets, parent-surveys to evaluate student home reading time and completion of student reading logs and book report, climate survey	Continuous school improvement and student exposure. Increase student achievement scores and parental involvement to 80%.

	of science content.			Science Career Fair (10 people) Resources for parent study groups, instructional games and other materials that can be used for parental involvement activities.			
Action Step 5	Science teachers will continue to receive professional development in the use of science kits offering a hands-on approach for student learning, while also engaging students in cooperative learning and technological skill development opportunities.	Throughout the year	Principal, AP IF Teachers	Unit Science Kits Assigned lab Sessions for Site Science Dept.	Site Based Budget	Grade Level Assessments	Instructional practices reflect research-based strategies and best practices. Increase the use of Discussion Strategies to improve inquiry-method.